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splendid record for sympathetic, courteous attention to the patients entrusted to their care. We cannot but feel that the record is high partly because each nurse was led to think of her patient as, first,—a human being to whom she owed her best interpretation of the Golden Rule and, second, a member of society to which he stands in an economic relationship and which counts him as either profit or loss, according to his ability or inability to earn a livelihood.

In order that we might know to what extent these students had been stimulated to consider some future work in the field of Public Health, during June 1919, fifteen of them were questioned concerning their plans after graduation. Six of these were found to be definitely planning to prepare for some one of the various phases of social work, two wished to specialize "in some such work as x-ray or anesthesia"; two were indefinite to classify and one, only, looked forward to private duty.

In conclusion then, it would seem that these students have benefited from their week of contact with the social workers in the following ways: They have had their viewpoint widened until they see past the patient into the home and the environment which is often accountable for his disability; they have had their altruistic and sympathetic qualities further developed, and a goodly number have been led to think of preparing themselves to go out into the homes as public servants for the betterment of those social conditions which keep our wards continuously well filled.

OBSERVATIONS AND EXPERIENCES IN THE ARMY SCHOOLS OF NURSING

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The following observations made during a teaching experience in two of our Army camps may help to answer some of the many questions about this new and interesting experiment in the training of nurses.

In regard to the type of woman entering, and her motives, the classes varied a little. Those who came in at first, during the war, were all stirred by the patriotic appeal and nearly all had some vocation. At least two-thirds were college or normal school students, or teachers; a number having college degrees. About one-eighth came from homes of wealth and leisure, and most of these had done no regular work of any kind before. Two-thirds of the entire group were engaged to be married, most of them to overseas men.

Of the group that arrived after the armistice, there was a marked difference in type and motive. While patriotism was still a factor, there was less emotion; more seemed to have entered with the intention of remaining for a nurse's education. This group was more varied in educational equipment.

More than half of the students who entered have remained in the Army schools. In most cases these students came only for war needs, but in many instances they have become deeply interested in the work and have decided to complete the training. Some recognized their unfitness for the work and resigned voluntarily while a few more were dropped.

Now that the patriotic appeal ceases to be a controlling factor, the question is frequently asked, "Will this group of Army students remain in nursing work?" It would seem to depend on whether there will be enough work; but with a standing army of 500,000 men, beside the families of these men, it would seem that there should be no dearth of good clinical material in the camp hospitals, and affiliation with some of the best of our civilian hospitals for women and children rounds out the training.

There were some objections to the Army school on the ground that it would deplete the supply to the civilian schools. I do not think this has been the case. At the time of stress, when it was not possible to supply enough graduate nurses, young women would have flocked to help at the camps, and there is no doubt that it was better for the patients and for the young women, themselves, that they should come as students, under regular training and supervision, and that they should have a definite place in the army system. Even now, the motives of young women entering the Army schools are somewhat different from those of students entering the civilian schools, and it is very doubtful if they would, under ordinary circumstances, have entered nursing schools at all. A number have, through their own interest in the work, brought their friends into both the Army and civilian schools; a number have left the Army schools to enter civilian hospitals nearer their homes. Beside these, over three hundred desirable applicants to Army schools have been directed to civilian hospitals.

The health of army students has been on the whole, good, and this is felt to be due, in a large measure, to the shorter hours of duty and to the living conditions. In one camp, barracks were made into individual rooms by curtains. Many students slept on the porches. Good food and much outdoor life helped along the good work.

In the adjustment to camp life we found the greatest difficulty. Some who would make good in civilian hospitals, do not show to

advantage under camp conditions. It was found best, from the first, to train the students, as far as possible, to control their own conduct. The honor system was employed with most satisfactory results. At first, the problem of acquainting these girls with *hospital* plus *Army* ethics and etiquette, was difficult, but the responsibility was gradually shifted so as to make student government possible. The time for starting student government varies with different classes and cannot be measured by weeks or months. It takes a good deal of discretion to determine just the psychological moment when the students will be ready to undertake the responsibility.

In regard to the social director, there were many different opinions. Success seemed to depend entirely on the personality, tact and judgment of the one to whom this very important position was entrusted. It seems to be evident that a fairly resourceful and mature group of students can arrange for their own recreation and social life without much outside direction or assistance, except what the nursing staff can give. On the whole, we have found that there was not much reason to worry about the friendships which the students made. They showed that they did not usually care for the undesirable type of men about the camps. There seemed to be a tendency to make friends more readily with the "line" officers rather than with the medical men; probably because they were, as a rule, younger men. Experience seems to show that in the military, as in civilian hospitals, excessive friendliness with medical officers with whom the students work on the wards, is not conducive to the best work. All the men about the camp have shown respect and deference toward the student nurses.

The theoretical work has very closely followed the "Standard Curriculum." In addition we added a course in Military Organization and Ethics, given at the beginning of the term, and Military Drill. Also, in order to take advantage of the exceptionally fine opportunity and to acquaint our group with present-day needs, we added a short course in Occupational Therapy, and later added Applied Psychology. Although some of our students had covered some the science work previously, they usually preferred to repeat this to get the more direct application to their nursing work. A number of these who were exempted, but required to take examinations in their subjects, failed; the reason probably being that most of the questions related to the practical applications. After experience with college students in these schools and elsewhere, it seems to be true of them, as of other students, that even where they have made high grades in previous courses, they are often unable to apply their knowledge to the practical work without assistance. As a rule we found that the college students,

once they were started, could go ahead much faster than students with less education. In teaching, many difficulties had to be met and overcome. In some instances there was a lack of sympathy by officers, and even by members of our own profession; but there was the warmest support by others. On the whole, the efforts made to establish high educational standards were recognized and appreciated by nearly all concerned.

As to the advantages and disadvantages of the Army School in comparison with civilian schools, there are varying opinions. With the eight-hour day more time can be given, as a rule, to educational work and there is more time for the recreation and social life which these students need. On the other hand, army conditions and the presence of large numbers of graduates and corps men tend to relieve the student of certain responsibilities, and sometimes make it difficult to enact the very highest standards. The fact that there are so few women patients to be handled in the beginning of the training, limits the experience and the practical nursing measures somewhat.

On the whole the experience has been an intensely interesting one, and it has worked out very satisfactorily in many ways. The students have been much interested; many who have left have written back, begging to be allowed to return, as they have found their former life unsatisfying, as compared with the work in the Army School. A strong bond was established between the whole staff, graduates and undergraduates, especially during the strain of the epidemic. There has been, all through, among medical and other departments, a splendid spirit of coöperation. It would seem that there are advantages in both types of schools, civilian and army. On looking back upon this year, it will always stand out as one of the happiest times, in spite of the rocky places, in the pioneer days of the United States Army School of Nursing.